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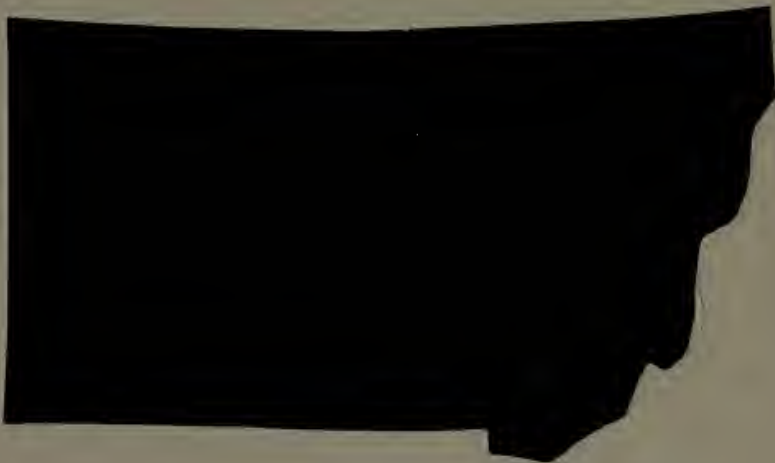
TWELFTH ANNUAL  
EVALUATION REPORT  
FEBRUARY 1982

**For  
Vocational Education**

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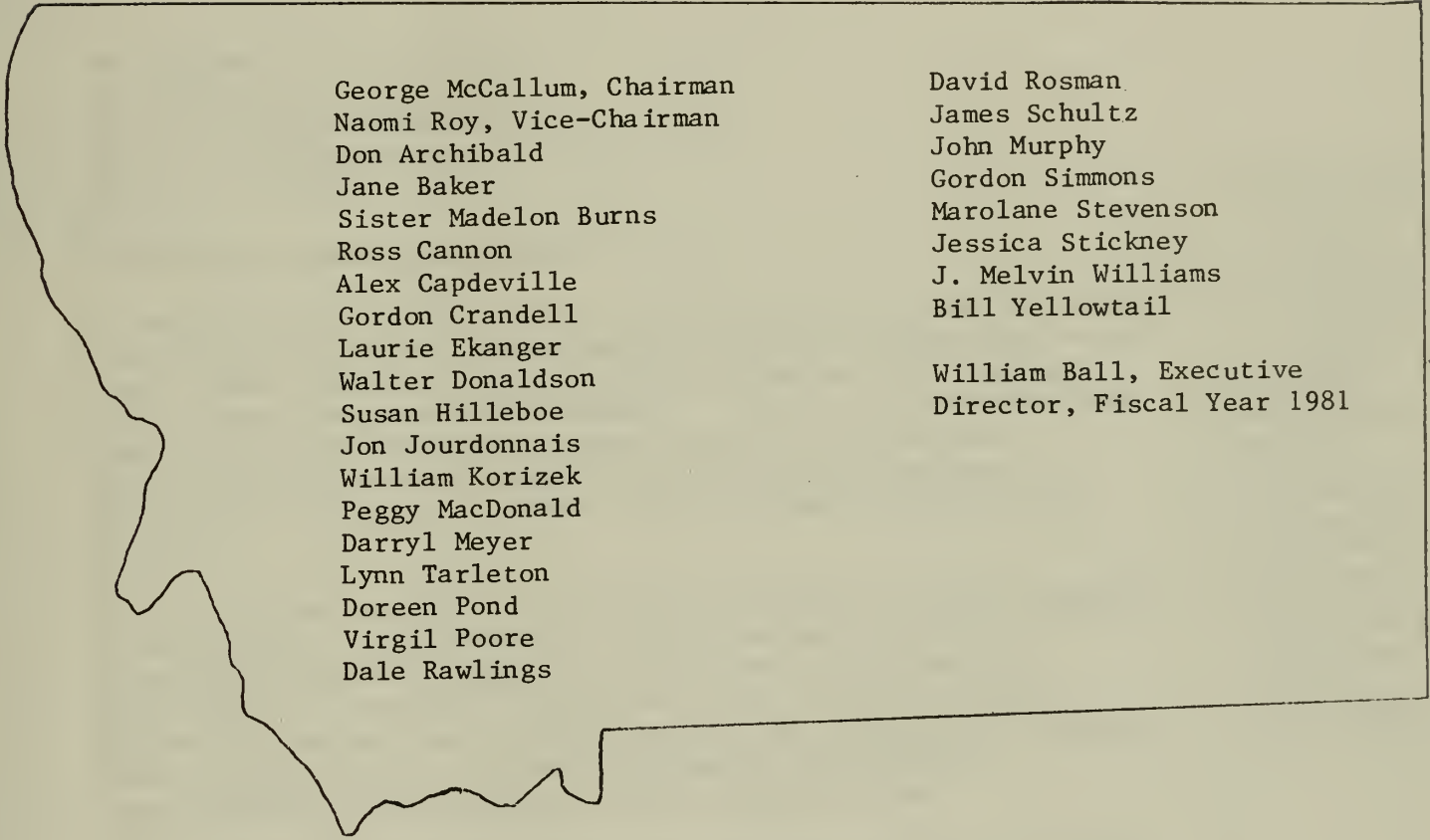
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TWELFTH ANNUAL  
EVALUATION REPORT  
FEBRUARY 1982



THE MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION



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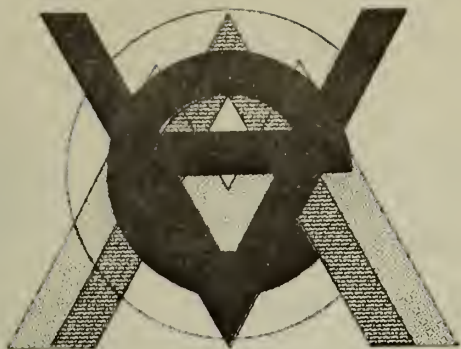
William Ball, Executive  
Director, Fiscal Year 1981

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## MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Mary Thoman, Ph.D.  
Executive Director

The Honorable Ed Argenbright  
Superintendent  
Office of Public Instruction  
Room 106, State Capitol  
Helena, MT 59620

Dear Superintendent Argenbright:

On behalf of the Montana Advisory Council for Vocational Education, I am submitting to the Superintendent of Public Instruction, sole state agency for vocational education in Montana, the Twelfth Annual Report for review and response. The U. S. Commissioner of Education and the National Advisory Council of Vocational Education have also been supplied with a copy of the report as stipulated in Public Law 94-482, the Vocational Education Act of 1976.

The major items specified in the above mentioned Act are addressed in this report. It reviews the effectiveness of Montana's vocational education programs, services and activities; the distribution of vocational education funds in the state; the cooperation between vocational education and employment training; makes recommendations; reviews progress on past Council recommendations; and summarizes public meeting input.

The Council wishes to encourage all concerned with the governance and administration of vocational education to continue to build a stronger and better vocational education delivery system for the good of all Montanans.

Sincerely,

GEORGE MCCALLUM  
Chairman

gs

George McCallum, Chairman  
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## FOREWORD

The 12th Annual Report of the Montana Advisory Council for Vocational Education is submitted at a time of great vocational education transition - both at the national and state levels.

Changes in vocational education in the state will be inevitable in the next few years due to new administrative faces at the state level and funding cutbacks. The 47th Legislature provided support for secondary vocational education and the Special Session provided assistance to the postsecondary centers and state administration to cover federal funding shortfalls.

On the national scene, federal vocational funds to the states are being greatly diminished. Montana citizens will have some difficult decisions to make regarding types and quality of vocational education to be maintained in the state. The President is asking the states what the federal role should be in vocational education. States and local districts will have to assume a greater responsibility for quality vocational programs that will best serve Montana students and industries.



## ACKNOWLEDGMENTS

The Advisory Council wishes to acknowledge the assistance of individuals in the Montana Office of Public Instruction for service to vocational education in Montana and for the information provided for the annual report. We also wish to express our gratitude to the Superintendent of Public Instruction, Office of the Governor, Montana Job Service, Social and Rehabilitation Services, Legislative Council, Legislative Fiscal Analyst, Department of Institutions, CETA and SOICC. Individuals in these agencies provided valuable assistance to vocational education in the state.

Special appreciation goes to Bill Ball, former executive director, and to the Council members who volunteered their time and energies toward the cause of vocational education in Montana.



## PART I

### RECOMMENDATIONS

1. The State Council recommends to the sole state agency for vocational education that all resources available be utilized to assure continued maintenance of adequate staffing for the vocational education unit operations which are commensurate with the needs for state level leadership in vocational education.
2. The State Council recommends to the sole state agency for vocational education that technical assistance be provided to the Legislative Fiscal Analyst on the Legislature's Postsecondary Interim Study to secure an adequate and equitable funding system for the Centers.
3. The State Council recommends to the sole state agency for vocational education that a committee composed of state staff and others, including Advisory Council members, be formed to review all major vocational education project proposals to assure quality projects and best utilization of limited resources.
4. The State Council recommends to the sole state agency for vocational education that a State Planning Council be appointed and utilized as required under Public Law 94-482 and further that the State Plan be (1) a compliance document and (2) more importantly, a useable state vocational planning document developed from local input.
5. The State Council recommends to the sole state agency for vocational education that the Accountability Report be developed to truly assess accountability of vocational programs and services in the state by utilizing a survey, hearings, or other methods of gaining public input on vocational education.
6. The State Council recommends to the sole state agency for vocational education that the state staff develop a data system for gathering information on student enrollments and completions and follow-up that will satisfy federal vocational education data system requirements; provide input to SOICC for labor demand and supply reports; and provide data for better state planning of vocational programs.
7. The State Council recommends to the sole state agency for vocational education that labor market demand and supply data as well as industry employment reports and projections be utilized for planning vocational education direction in the state.
8. The State Council recommends to the sole state agency for vocational education that the state staff review and update vocational education program policies and procedures.
9. The State Council recommends to the sole state agency for vocational education that the state staff continue to provide state vocational guidance leadership to schools and to encourage a strengthening of vocational and career counseling for students in secondary and post-secondary institutions. (See Northwest Regional Lab Study, Appendix B.)



## PART II

### RESPONSE TO RECOMMENDATIONS

Response to Montana Advisory Council for Vocational Education recommendations presented in the Eleventh Annual Evaluation Report, March, 1982 (FY 1980 operations):

#### Recommendation 1

The Council recommends that direct involvement of local advisory committee members be included in on-site evaluations conducted by the state office. We feel this involvement will be helpful to the evaluation process and to the local advisory committee members.

#### Response

During the MERC/Q review conducted by the U. S. Department of Education on FY 1979 operations, a weakness involving equal representation on local advisory councils was presented. A comprehensive project to strengthen the operation and effectiveness of local advisory councils was initiated in FY 1980 and the second phase will continue into FY 1981. This project, conducted through Montana State University, will provide statewide training on participation, methods, needs, functions and goals of local advisory councils. This project will be available to all existing and anticipated councils and will address the importance of participation in all phases of vocational education programs at the local level. The Department of Vocational Education concurs with the recommendation and efforts will be made to develop this type of participation.

#### Recommendation 2

The Council recommends that systematic and reported follow-ups be conducted by the state office consultants to encourage and assist in implementing the recommendations made by the on-site evaluation teams. The evaluation will be much more valuable to everyone if it is considered an assistance and improvement type of support rather than a compliance activity.

#### Response

It should be noted that one of the major goals of the Department of Vocational Services is to provide all possible assistance to local educational agencies and each specialist is committed to this goal. There are certain criteria that have to be met to ensure the continued quality of vocational education programs in this state and this involves a compliance activity. Local educational agencies that do not comply with the necessary requirements are notified of problem areas and the assistance to eliminate the problem is made available. Many of the requirements placed on state and federal funding are based on legal and legislative intent. The Department of Vocational Services will make the effort to provide concise documentation of the assistance provided and available to local education agencies.



### Recommendation 3

The Council recommends the unfilled or partially filled state consultant positions for vocational education be filled to provide adequate consultation assistance to the vocational education programs at the local level.

### Response

Being consistent with the goals of this office, all efforts are being made to provide expertise and assistance to local educational agencies in all areas of vocational education. The anticipated cutbacks in state and federal funding will affect staffing patterns but all efforts will be made to provide the necessary services.

### Recommendation 4

The Council recommends the legislature provide significant increases of state funds for vocational education and refrain from the procedure of directly appropriating federal vocational education funds (P.L. 94-482) to specific vocational education institutions.

### Response

The Office of Public Instruction concurs with the intent of the recommendations of the Advisory Council with respect to the need for increased funding and the appropriate allotment procedures for federal vocational education funds.

As federal fund allocations dwindle through reduced funding and capping through Fiscal Year 1984, the need for state funding will become more critical in maintaining current (FY 82) levels of service.

Future dependence upon greater state aid will require legislative appropriations in concert with the Office of Public Instruction. However, the distribution of federal vocational education funds should remain in the Office of Public Instruction to ensure that the objectives of P.L. 94-482 are met.

### Recommendation 5

The Council recommends the Superintendent of Public Instruction provide improved procedures for funding both secondary vocational education and the postsecondary voc-tech centers.

### Response

The funding and fund allocation procedures for state and federal monies are based on the legislative intent at the time the appropriations are approved. Procedures for the allocation of appropriated funds are indicated in the laws that approve the funding. Both state and federal appropriations provide definite formulas for these funds to be allocated.

#### Recommendation 6

The Council recommends the Superintendent of Public Instruction continue to take affirmative action to encourage male and female entrance into all occupational areas.

#### Response

The elimination of sex bias and sex stereotyping will continue to be a goal of the Department of Vocational Services and is included in the compliance aspect of project approval and evaluation.

#### Recommendation 7

The Council recommends a significant emphasis be placed on the development of appropriate vocational education programs to deal with present and potential job opportunities in the energy-related field.

#### Response

The Department of Vocational Services has initiated two federal funding sources that deal with energy-related occupations which are:

- a) funding available for apprenticeship programs in all vocational areas and,
- b) funding available for programs that are industry-related and involve emerging and emergency occupations with a demonstrated occupational demand.

One problem encountered nationally with energy-related occupations is the need for many diverse occupational fields to produce new energy systems. Labor union and training program problems will have to be addressed prior to the implementation of programs specifically designed to provide occupational training in energy-related fields. We agree with the Advisory Council that these types of programs are needed in Montana.

## PART III

### PUBLIC MEETINGS

All meetings of the Advisory Council are open to the public. Upon occasion special notice is given of public hearings on vocational education. In Fiscal Year 1981, one such public hearing was held in Butte on April 29. The major topic of concern was the new Butte Voc-Tech Center. Plans are to be in the new facility by September, 1983. Appreciation was expressed to those who helped get the new Center through the Legislature.

#### PUBLIC COMMENTS FROM OPI HEARINGS ON PLANNING, REPORTING AND OPERATIONS

1. Comment: There was not enough money for displaced homemakers.

Response: We have provided all available resources for projects in this area. The Five-Year Plan provided \$1,500 for displaced homemaker assistance. Actual funds allocated in FY 80 were \$20,092.

2. Comment: The plan shows no funds designated by OPI for apprenticeship programs.

Response: Beginning with FY 1981, \$75,000 will be available for apprenticeship programs throughout the state. Approximately \$50,000 will be available in FY 1982.

3. Comment: In the State Plan, what provisions for community college funding and vocational education are there?

Response: There is no funding specifically line itemed for community colleges. However, these institutions may apply for funding in the competitive grant areas. These areas include: disadvantaged, handicapped, guidance, research, curriculum, teacher development, displaced homemakers and special disadvantaged.

4. Comment: I feel that in the State Plan that counting students should be the same in any institution and right now it is questionable whether we are counting contact hours or FTE's or how they are counted.

Response: The Legislature has initiated a vocational technical center study to determine funding formulas and other policies. At the present time, contact hours are used to determine most voc-tech center funding.

The above comments are condensed and represent the areas of greatest concern expressed at the public hearings.

## PART IV

### EFFECTIVENESS OF PROGRAMS

The Fiscal Year 1981 State Plan for Vocational Education contains a series of goals, established under separate headings, addressing the many segments of vocational education at the secondary, postsecondary, adult levels and in the special areas dealing with disadvantaged, handicapped, teacher preparation, research and exemplary programs. The assessment report contained in this part will follow the format of the approved FY 81 State Plan.

#### 1. AGRICULTURE

- a. On-site evaluations
- b. Establish one new program
- c. Develop and implement a student follow-up
- d. Increase FFA membership
- e. Increase female enrollment in vocational agriculture
- f. Agriculture programs and enrollments compared:

	<u>Planned FY 81</u>		<u>Actual FY 81</u>	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	71	4204	71	3937
Postsecondary	4	120	4	106
Adult				

#### Comments:

On-site evaluations were conducted in cooperation with MACVE at 15 schools. Eleven of those schools evaluated have Vo-Ag programs. In addition, the Vo-Ag specialist made technical assistance visits to 35 programs.

New Vo-Ag programs were started at Arlee and Ekalaka.

A follow-up system was developed and pilot tested at 8 schools.

The goal for FFA membership was exceeded by 62 members (2162 FFA members).

Resource materials useful to Vo-Ag teachers in evaluating curriculum, classroom strategies and activities were distributed to all Vo-Ag teachers. The OPI Human Potential Development Specialist presented a workshop on sex equity to approximately 65 Vo-Ag teachers.

#### 2. BUSINESS AND OFFICE

- a. Improve quality of capstone courses



- b. Evaluate 20 percent of all approved programs
- c. Provide inservice and preservice training for business teachers
- d. Increase the number of OEA chapters
- e. Increase the number of males that participate in the capstone courses
- f. Business and Office Education programs and enrollments compared:

	<u>Planned FY 81</u>		<u>Actual FY 81</u>	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	83	1495	83	1495
Postsecondary	Data not provided		Data not provided	
Adult				

Comments:

All projects that were submitted were reviewed. Several were placed on probation for lack of information. The necessary information was required to be returned to OPI during the year. When the complete information was available the projects were again reviewed. Some of these projects were visited by the specialist for assistance. Many Business and Office teachers submitted their application for vocational approval.

There were 16 Business and Office programs formally evaluated in FY 81 and 22 visitations for assistance made.

The typewriter repair workshop was conducted in several locations in the state. The Business Education Guidelines have been updated and will be printed.

Information about OEA is given during evaluations and visitations. Materials are sent to schools to encourage involvement. Established chapters have visited interested groups and offered assistance. There is interest and some new chapters.

The statistics show some increase in the number of males enrolled in the capstone course. The teachers share ideas about how to improve this area at workshops.

### 3. DISTRIBUTIVE EDUCATION

- a. Evaluate 20 percent of all approved programs
- b. Emphasize quality in programs
- c. Regional workshops held for teacher coordinators
- d. Encourage teacher coordinators to develop curriculum guidelines
- e. Initiate procedures leading toward implementation of new standards for programs
- f. Distributive Education programs and enrollments compared:

	Planned FY 81		Actual FY 81	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	19	1500	19	1506
Postsecondary	4	375	5	564
Adult	0	0	0	0

Comments:

A team evaluation was conducted for 20 percent of the Distributive Education programs.

A workshop on Vocational Guidance at Montana State University was sponsored by OPI to strengthen the quality of vocational guidance in Distributive Education programs.

Twenty percent of the local advisory committees have been visited to strengthen the use of Distributive Education programs.

Eighty percent of the Distributive Education programs were visited to emphasize quality in existing programs.

#### COOPERATIVE EDUCATION

- a. Evaluate 20 percent of all approved programs
- b. Develop vocational Cooperative Education program standards for special needs students
- c. Upgrade existing Cooperative Education programs so that they meet vocational cooperative education standards for program approval
- d. Revise and update the Cooperative Education Coordinators Handbook
- e. Initiate procedures for the development of new program standards for Cooperative Education on the secondary, postsecondary and collegiate levels

Comments:

Revision of the Cooperative Education Coordinators Handbook has been completed and will be issued to all cooperative education programs during the Fall of 1981.

A team evaluation was conducted for 20 percent of the Cooperative Education programs.

Data was updated on authorization of vocational education personnel to meet standards for program approval.

Thirty percent of the Cooperative Education programs were visited to upgrade and maintain quality programs.

#### 4. GUIDANCE AND VIEW

- a. On-site visitations will be conducted at 25 percent of existing

- programs and at each new program
- b. Survey VIEW program coordinators to determine utilization of materials and request ideas for improvement
  - c. Update all VIEW materials. These materials will be provided on microfilm and, in addition, on hard copy. This will enable students in schools that do not have microfiche readers to use this information in career decision making.
  - d. Help provide occupational information to the Montana Learning System Center to be put on a computer and will be pilot tested in 13 schools
  - e. Disseminate Montana apprenticeship program offerings to schools on microfilm and hard copy
  - f. Develop bibliography of vocational guidance materials for distribution to counselors and career education coordinators
  - g. Continue to edit materials to eliminate sexist language
  - h. Work closely with the Special Needs specialist to determine ways of using VIEW materials with Special Needs students.

Comments:

Visitations were made to 49 schools, checking usage of VIEW materials and sex equity procedures used by counselors.

Current data was collected to update all VIEW scripts (367) in preparation for the printers.

Worked closely with the Montana Learning Center and promoted funding for pilot projects in 13 secondary schools. This is a computerized delivery system for occupational/educational information.

Collected apprenticeship information to deliver to schools, however, the project is still in progress.

Assisted the Human Potential Development specialist in eliminating sex bias language in materials delivered to schools.

Contracted with a consultant to do a workshop on Horizontal/Vertical Advancement for the Montana Vocational Education Leadership Conference.

Worked with the Great Falls Tribune in setting up VIEW occupational scripts to be delivered on hard copy. This system will serve the 25 districts not currently participating in the VIEW program.

## 5. HOME ECONOMICS

- a. Evaluate 20 percent of all approved programs
- b. Increase involvement of local advisory councils
- c. Workshops for inservice teachers
- d. Initiate development of guidelines for distribution of funds to economically depressed areas
- e. Consumer and Homemaking Education programs and enrollments compared:

	<u>Planned FY 81</u>		<u>Actual FY 81</u>	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	99	7872	99	8290
Postsecondary	Data not provided		Data not provided	
Adult	0	0	0	0

Comments:

Sixteen percent of all approved Consumer and Homemaking programs were formally evaluated. Additionally, numerous consultant reviews were made to programs during the year.

Nine area inservice workshops were conducted with topics presented focusing on curriculum development, sex equity, parenting education, nutrition education and housing curriculum.

Program reviews and project reviews emphasize advisory councils and their role and scope. Working with home economics teachers to encourage and increase involvement of the local advisory council is a continual goal.

A Vocational Home Economics Curriculum Guide containing flow charts and learner outcomes for the five basic areas of home economics has been developed. This publication has been distributed statewide.

A system for distribution of Section 150 funds to consumer homemaking programs in economically depressed and high unemployment areas was devised and implemented.

WAGE EARNING HOME ECONOMICS

- Evaluate 20 percent of all approved programs
- Encourage Wage Earning Home Economics instructors to increase the involvement of their advisory council in curriculum revision, in evaluating existing programs and in publicizing the program
- Area inservice workshops for all Wage Earning Home Economics education instructors will be conducted
- Provide information and inservice training for instructors with wage earning classes at the secondary level to better understand the integration of the vocational student organization, HERO, as an integral part of the program
- Implement a standardized vocational education follow-up system of Home Economics Wage Earning students in Montana secondary schools
- Wage Earning Home Economics programs and enrollments compared:

	<u>Planned FY 81</u>		<u>Actual FY 81</u>	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	17	717	17	584
Postsecondary	2		2	
Adult	0	0	0	0



Comments:

Through the team evaluation process, 20 percent of the funded Wage Earning programs were formally evaluated.

Program reviews and project reviews emphasize advisory councils and their role and scope. Working with home economics teachers to encourage and increase involvement of the local advisory council is a continual goal.

Five regional inservice workshops were conducted and program offerings were designed based on input solicited from home economics instructors.

Efforts were made to train instructors on integrating HERO into wage earning programs through on-site visits by the state advisor to chapters and by providing preservice training in the University Methods classes. In addition, a workshop was conducted on this topic at the State HERO Conference for all local chapter advisors.

A standardized vocational education follow-up system of Home Economics Wage Earning students was developed and field tested in eight high school districts.

## 6. HEALTH

- a. The Department of Vocational Education will become active in evaluating the position of practical nurse education
- b. Resources and direction will be provided to practical nurse educators in developing objectives, curriculum and standardizing programs
- c. Develop time frame for implementing new standards
- d. Evaluate all Health Education programs
- e. Develop standards and criteria for Health Education instructors
- f. Provide opportunities for Health Occupation educators to attend meetings and workshops on practical nursing education
- g. Develop an informational exchange with educators, institutions and agencies
- h. Inform the community of the current position of the Department of Vocational Education on Health Occupations Education
- i. Health Occupations Education programs and enrollments compared:

	Planned FY 81		Actual FY 81	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	1	28	1	24
Postsecondary	10	557	10	1124
Adult	0	0	0	0

Comments:

Progress on evaluating the position of practical nurse education was limited to monitoring the progress of national and state trends. No major changes are expected for several years.

A format for curriculum standardization was completed for practical nursing in the five voc-tech centers.

A time frame for implementing new standards was developed for practical nursing.

Formal team evaluations are scheduled for FY 82 and FY 83. Practical nursing was closely evaluated as part of the standardization process.

There was no progress in FY 81 on standards and criteria for Health Education instructors.

Meetings were held during the State Vocational Education Leadership Conference with a variety of presenters active on the national scene.

#### 7. SEX EQUITY (See Appendix D)

#### 8. SPECIAL NEEDS

- a. Start two special disadvantaged projects in FY 81
- b. Continue funding the on-going disadvantaged student programs previously approved
- c. Encourage rural schools to establish consortiums to provide assessment of students needs

	Actual FY 81	
	Programs	Enrollments
Disadvantaged	13	1644
Handicapped	9	319

#### Comments:

Special Disadvantaged funds were allocated to two projects: one to provide a small engine repair automatic teaching system and the other updating carpentry equipment for economically depressed areas with above average dropout rates. Three disadvantaged projects were located in state correctional institutions.

A project to provide a Special Needs Teacher Handbook for Vocational Education instructors and also resources for adopting equipment for the handicapped student was funded with handicapped monies. This project will be funded for another year so that inservice training utilizing the handbook can be provided.

Additional handicapped and disadvantaged students are being served within programs supported by local public school systems. Many of these programs were started with Special Needs monies and, in proving successful, are now supported by local monies. Students are also being mainstreamed into regular vocational education programs and support staff is being provided for the instructor.

## 9. TRADE AND INDUSTRIAL EDUCATION

- a. Evaluate 20 percent of all approved programs
- b. Develop curriculum guide
- c. Standardize curriculum programs at postsecondary centers
- d. Implement new guidelines
- e. Increase student participation in VICA
- f. Provide inservice training to trade and industrial teachers
- g. Improve instructor certification procedures
- h. Promote sex fairness in Industrial Education programs
- i. Promote active advisory committees for all programs
- j. Assist local programs in coordinating with employment training
- k. Assist local programs in meeting the needs of disadvantaged and handicapped students
- l. Gather follow-up information from trade and industrial programs
- m. Trade and Industrial Education programs and enrollments compared:

	<u>Planned FY 81</u>		<u>Actual FY 81</u>	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	110	4518	89	4410
Postsecondary	31	1426	31	2537
Adult	0	0	26	510
			(apprenticeships)	

### Comments:

There were 20 out of 89 secondary programs evaluated - thus exceeding the 20% goal. No postsecondary programs were evaluated during 1981. Postsecondary programs will be evaluated in the next two years.

Due to funding limitations and other priorities, no curriculum work was undertaken in FY 81. This does remain a need.

Work was begun in the area of auto mechanics during FY 81 to implement new guidelines.

Thirty two schools were visited and were provided assistance to numerous requests.

Workshops at the Fall VICA Conference and several mailings to present VICA advisors were used to increase student participation in VICA. Information was mailed to eight schools as a result of interest expressed.

One new chapter was organized. Increased travel priorities for evaluations and the heavy workload up to January with the secondary funding process hampered this project.

Four contracts were made and obligations performed during the year. These assisted much in meeting the goal of maintained services.

Evidence shows an increased level of activities among existing clubs.

Inservice was provided by Montana State University in the area of occupational information for Industrial Education programs. No technical workshops were conducted with teacher training funds. Eight workshops were conducted at the October Professional Association Convention and one was repeated in four regional meetings.

Instructor certification procedures were not improved.

Results were satisfactory in promoting sex fairness in Industrial Education programs.

A variety of programs were conducted in the T & I area for disadvantaged and handicapped students.

A follow-up project at Montana State University was completed in FY 81. The need to disseminate the information and forms to all schools exists. State-conducted follow-ups will be developed in FY 82.

#### INDUSTRIAL ARTS

- a. Complete the recategorization of all industrial education programs, including Industrial Arts.
- b. Develop teachers who are knowledgeable in the methods of organizing and conducting occupationally oriented Industrial Arts programs.
- c. Conduct research into the current status of Industrial Arts in the state
- d. Industrial Arts programs and enrollments compared:

	Planned FY 81		Actual FY 81	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	29	840	36	1282

#### Comments:

The recategorization of all industrial education programs was fully realized this year with the processing of FY 82 applications.

Five regional meetings were held to complete a series of eight over a two-year period. These meetings were held in cooperation with Montana State University and were given on the topic of methods of conducting occupationally oriented Industrial Arts programs.



## PART V

### DISTRIBUTION OF FEDERAL FUNDS

The following table reflects the allocation of federal funds by section based on the FY 81 federal grant. Please note that not all projects are closed and final payments are not made until projects receive final approval. Because of this fact, there may be substantial differences between amounts planned and actual expenditures. There are 23 projects that have not been closed as of December 31, 1981. All projects will be closed by June 30, 1982.

This table includes the following information:

FY 81 Allocation - amount of federal funds available by area in the FY 81 grants. The amounts show include administration funds that are not available for allocation to LEA's.

FY 81 Planned - these figures are the projection of project payments based on the approval of the project for funding.

FY 81 Actual - this is the actual amount of FY 81 funds that have been paid on projects to date.

FY 80 Actual - the amount of FY 80 carryover funds allocated to FY 81 projects.

% Completed - indicates the percentage of projects closed, completed and paid in each area to date.

Federal funding for FY 81 that is not allocated in FY 81 can be carried over and used to fund FY 82 projects in the areas designated. Carryover amounts will be available in April of 1982.

DISTRIBUTION OF FEDERAL VOCATIONAL EDUCATION FUNDS

Subpart 2 Instructional Programs	FY 81 Allocation	FY 81 *Planned	FY 81 Actual	FY 80 Actual	Total	% Completed
Section 120 Disadvantaged	418,148	408,973	297,509.40	91,369.87	388,879.27	50%
Section 120 Handicapped	227,381	138,602	57,109.95	64,645.53	121,755.48	71
Section 120 Postsecondary	1,113,328	1,113,328	1,113,328.	-	1,113,328	100
Section 120 Apprenticeship	75,000	58,691.52	58,691.52	-	58,691.52	70
Section 120 Emer. & Emer. Occup.	245,000	245,000	725	-	725	100
Section 120 Sex Bias	50,000	50,000	50,000	-	50,000	100
Section 120 State Administration	170,000	170,000	170,000	-	170,000	100
Section 120 Disp. Homemaker	20,716	20,716	20,716	-	20,716	100
Total	2,319,573	2,205,310.52	1,768,079.87	156,015.40	1,924,095.27	-
Subpart 3 Program Improvement						
Section 130 Disadvantaged	104,537	114,184	42,428.63	53,213.17	95,641.80	50
Section 130 Handicapped	56,845	39,793	1,675.25	35,171	36,846.25	50
Section 130 State Administration	42,500	42,500	42,500	-	42,500	100
Section 131 Research	61,783	24,000	24,000	-	24,000	100
Section 132 Exemplary	18,712	23,712	18,712	5,000	23,712	75
Section 133 Curriculum	104,537	164,398	46,012	59,931.45	105,943.45	57
Section 134 Guidance	133,771	154,546	-	46,061.25	46,061.25	0
Section 135 Teacher Development						
Total	522,685	563,133	175,327.88	199,376.87	374,704.75	-
Subpart 4 Special Disadvantaged	82,752	44,794.55	38,566.35	6,228.20	44,794.55	100
Subpart 5 Consumer and Homemaking	179,973	137,446	137,446	-	137,446	100
Section 102D Planning and Evaluation	20,688	20,688	20,688	-	20,688	100
Total	3,125,671	2,971,372	2,140,108.10	361,620.47	2,501,728.57	

## PART VI

### STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Fiscal Year 1981 was a year of significant accomplishments for the Montana State Occupational Information Coordinating Committee (SOICC). One major focus of the SOICC has been development of an occupational demand and supply report. Fiscal Year 1981 work in this area included completion of an occupational information system (OIS) study which identified the data required for the OIS and the source agencies from which the data could be drawn. Based on the study, the Montana SOICC adopted a general design for the OIS and established policies concerning several technical issues involved in reporting occupational demand and supply information.

With the help of an interagency Task Force, the Montana SOICC developed clusters which relate education and training program codes to occupational codes reflective of Montana's labor market. These clusters provide the mechanism for interfacing education and training data with occupational data in order to produce a supply/demand report.

Work then began with the data source agencies to establish a format in which supply and demand information would be delivered to the SOICC and to develop a schedule for data delivery. During this period, the SOICC staff also worked with the SOICC's member agencies to develop a procedure for reducing duplication in the occupational supply data from different source agencies.

Based on information compiled during the OIS study, the Montana SOICC produced and distributed a publication titled Montana Occupational Information Sources, a directory of occupational information available to Montanans. The publication briefly describes individual sources of occupational information and identifies the appropriate agency to contact.

A second major focus of the Montana SOICC has been development and implementation of the Montana Career Information System. In cooperation with Montana Learning Services, the office which operates the Career Information System, the SOICC applied for and received one of the six Career Information Delivery System grants awarded in Fiscal Year 1981 by the National Occupational Information Coordinating Committee. The availability of this grant crystallized the interagency cooperation fostered by the SOICC and produced commitments of matching funds and in-kind support from Vocational Education, the Balance-of-State CETA Prime Sponsor, the Montana University System, and the State Employment Security Agency. In June, 1981, the Career Information System completed a pilot year of limited operations. The federal grant and in-state matching funds secured through the SOICC will now support improvements in the occupational file of the system and a concentrated effort to implement the system statewide.

SOICC, during Fiscal Year 1981, provided a stable interagency link during a period of rapid and widespread change in State and Federal governments. Overall, the SOICC's work this year laid a solid foundation for production of Montana's first occupational supply and demand report and for making comprehensive career information available across the State -- another first.





## PART VII

### COMPREHENSIVE EMPLOYMENT TRAINING ACT

On April 29 through May 1, 1981, CETA sponsored a Big Sky CETA Conference in Butte, Montana. At that conference both CETA and the Advisory Council for Vocational Education conducted their regular meetings. Special workshops were a part of the program with vocational education being one of the session's topics. Other workshop sessions were on topics of interest to both CETA and vocational education:

- Job Training Programs: Adventures in CETA Land
- Management Information System
- Effective Board Participation
- Current Trends in the U. S. Economy
- Job Club
- Occupational Information
- Montana's Economic Outlook
- Plant Closures
- Private Industry Council
- Vocational Education

In addition to this coordinated venture, CETA and the Advisory Council for Vocational Education supported a SOICC study on vocational education services and enrollments in Montana. Results of that study will be available in Fiscal Year 1982.

The Office of Public Instruction (OPI) was funded at \$776,794. This was a combination of Title IIB and Special Governor's Grant 6% funds. These funds were used to operate World of Work, Adult Basic Education and Classroom Training in vo-techs and adult learning centers for CETA participants.

The OPI was in general compliance with the terms of the subgrant in FY 1981 with the exception of expenditures. OPI was operating at percentages in the 80's until the end of the third quarter. At that time, the Employment and Training Division de-obligated \$70,054 from OPI. This action caused OPI temporary budgeting and contracting problems, but was apparently successful since OPI finished the year with a 98% expenditure level.

Written subcontracts with training institutions were provided to ETD and performance letters and expenditure reports were submitted generally on time. No grievances were filed with OPI concerning Title IIB or Special Governor's 6% Grant.

OPI was funded for FY 1982 at a level of \$447,000 for World of Work, Adult Basic Ed, and Classroom Training components. This amount included \$50,000 earmarked for the Billings Vocational Technical Center to pay training costs for classroom training participants at that institution. During the last week of November, this amount was refused by the Billings Vo-Tech and subtracted from the OPI subgrant in a subsequent modification. This money was re-allocated to other CETA program operators and classroom training will be provided as needed to CETA students in the Billings area as well as the balance of the state.

GOVERNOR'S EMPLOYMENT TRAINING COUNCIL  
FISCAL YEAR 1981 EXPENDITURES

Administration Cost Pools	\$ 3,125,923.84
Title II ABC (Job Training)	4,889,780.28
Special Grant to Governors (Vocational Education, Education Linkage, Special Services)	726,357.50
Title II-D, VI (Public Service Employment)	3,789,382.91
Title IV (Youth)	3,709,563.30
Title V (Older Americans Act)	270,064.37
Title VI Special (Glasgow Family Training Center)	551,278.00
Title VII (Private Sector Initiative Program)	<u>1,020,069.06</u>
TOTAL	\$18,082,419.26

ADMINISTRATIVE SUBGRANTS

	<u>Budget</u>	<u>Expenditures</u>	<u>% of Plan</u>
Employment Security Division	\$941,316	\$930,642.93	99%
Office of Public Instruction	\$118,104	\$106,425.54	90%
Rocky Mountain Development Council	\$ 58,656	\$ 58,656.00	100%

The above subgrants are for administrative costs associated with the operation of CETA programs and does not include administrative funds for subcontracting agencies such as the vocational technical centers.

GOVERNOR'S EMPLOYMENT TRAINING COUNCIL  
PARTICIPANT TERMINATION STATISTICS

	<u>Job Training Title II, BC</u>	<u>Public Service Employment Title IID, VI</u>	<u>Youth Employment Title IV</u>	<u>Private Sector Initiative Program Title VII</u>
Total Participants	4,807	1,605	3,351	513
Completed Program	3,692	1,605	3,245	410
Transfers	48	274	688	11
Entered Unsubsidized Employment	2,031	519	172	129
Other Positive <sup>1</sup>	737	166	1,861	122
Non Positive <sup>2</sup>	836	646	524	131
Placement Rate <sup>3</sup>	56%	39%	N/A <sup>4</sup>	32%

<sup>1</sup>Other Positive - includes persons who entered or returned to school, entered military service or transferred to another program.

<sup>2</sup>Non Positive - individuals who quit the program. Reasons include health, transportation, family care, moving, refusing to continue and found ineligible after enrollment.

<sup>3</sup>The placement rate is determined by subtracting the number of transfers from all who terminated a component.

<sup>4</sup>The purpose of this program is not job placement but to keep youths in school.



## APPENDICES



## NEEDS IDENTIFICATION ASSESSMENT

As reflected by the net changes in labor force personnel from August, 1980 to July, 1981, there are some definite manpower trends that can be observed.

Wholesale and retail trade showed an increase of 2800 individuals, followed by mining with an increase of 1700 individuals. These growth increases are areas of concern for Distributive Education and Trade and Industrial Vocational programs in terms of training manpower to meet these needs. The greatest decline was in Government with a decrease of 3,100 employees and contract construction with a decrease of 300 workers.

The Montana Advisory Council for Vocational Education recommends to the sole state agency for vocational education that labor market demand and supply data as well as industry employment reports and projections be utilized for planning vocational education direction in the state. (Recommendation 7, page 1.)



MONTANA

Statewide Employment by Industry

in Thousands

INDUSTRY	Net Changes to Current Month from:					
	Aug. 1981	July 1981	Aug. 1980	July 1981	Aug. 1980	
CIVILIAN LABOR FORCE - PERSONS <sup>1/</sup> .....	403.7	403.8	393.8	-.1	9.9	+9,900
EMPLOYED PERSONS .....	379.9	379.0	372.7	.9	7.2	+7,200
Persons Employed in Agriculture .....	43.8	40.9	44.9	2.9	-1.1	-1,100
UNEMPLOYED PERSONS .....	23.8	24.8	21.1	-1.0	2.7	+2,700
Percent of Labor Force, Unadjusted <sup>2/</sup> .....	5.9	6.1	5.4	-.2	.6	+ 500
Percent of Labor Force, Seasonally Adjusted <sup>2/</sup> .....	6.7	6.6	6.2	.1	.5	+ 500
<hr/>						
NON-FARM WAGE AND SALARY JOBS (Establishment Data) ..	285.8	285.3	284.1	.5	1.7	+1,700
MANUFACTURING .....	23.6	23.7	23.5	-.1	.1	+ 100
Durable Goods .....	14.6	14.8	14.5	-.2	.1	+ 100
24 Lumber and Wood Products .....	9.5	9.6	9.0	-.1	.5	+ 500
33 Primary Metal Industries .....	1.9	2.0	2.1	-.1	-.2	- 200
Other Durable Goods .....	3.2	3.2	3.3	0	-.1	- 100
Nondurable Goods .....	9.0	8.9	9.0	.1	0	0
20 Food and Kindred Products .....	3.8	3.7	4.0	.1	-.2	- 200
27 Printing and Publishing .....	2.3	2.3	2.2	0	.1	+ 100
29 Petroleum and Coal Products .....	1.0	1.0	1.0	0	0	0
Other Nondurable Goods .....	1.9	1.9	1.8	0	.1	+ 100
MINING .....	8.5	8.7	6.8	-.2	1.7	+1,700
10 Metal Mining .....	1.3	1.3	.5	0	.8	+ 800
12 & 13 Bitum. Coal, Quarrying, Non-Metal Mining ...	2.3	2.4	2.5	-.1	-.2	- 200
15 Oil and Gas Extraction .....	4.9	5.0	3.8	-.1	1.1	+1,100
<hr/>						
CONTRACT CONSTRUCTION .....	16.9	16.6	17.2	.3	-.3	- 300
15 General Building Contractors .....	5.8	5.7	5.8	.1	0	0
16 Heavy Construction Contractors .....	5.2	5.0	5.0	.2	.2	+ 200
17 Special Trade Contractors .....	5.9	5.8	6.5	.1	-.6	- 600
TRANSPORTATION AND PUBLIC UTILITIES .....	23.8	23.8	23.2	0	.6	+ 600
40 Railroad Transportation .....	7.5	7.5	6.8	0	.7	+ 700
41-47 Transportation, except Railroad .....	6.5	6.5	6.6	0	-.1	- 100
48 & 49 Commun., Electric, Gas, Sanitary Services ..	9.7	9.7	9.8	0	-.1	- 100
WHOLESALE AND RETAIL TRADE .....	77.0	75.5	74.2	1.5	2.8	+2,800
Wholesale Trade .....	20.2	19.6	17.7	.6	2.5	+2,500
Retail Trade .....	56.8	56.0	56.5	.8	.3	+ 300
53 & 56 General Merchandise, Apparel, Accessories .	8.5	8.1	8.1	.4	.4	+ 400
54 Food Stores .....	8.0	8.1	8.0	-.1	0	0
55 Automotive Dealers, Service Stations .....	7.7	7.7	8.1	0	-.4	- 400
58 Eating and Drinking Places .....	22.1	21.5	21.4	.6	.7	+ 700
59, 67, 69 Bldg. Mat., Farm Equip., Furn., Misc. ..	10.5	10.5	10.9	0	-.4	- 400
FINANCE, INSURANCE AND REAL ESTATE .....	13.0	12.9	13.1	.1	-.1	- 100
SERVICES .....	58.0	58.1	57.8	-.1	.2	+ 200
70 Hotels and other Lodging Places .....	8.0	7.9	7.8	.1	.2	+ 200
71 Personal Services .....	2.7	2.7	2.7	0	0	0
80 Medical and other Health Services .....	19.0	18.9	18.7	.1	.3	+ 300
Other Services .....	28.3	28.6	28.9	-.3	-.6	- 600
GOVERNMENT .....	65.1	66.0	68.2	-.9	-3.1	-3,100
91 Federal Government .....	15.9	15.9	16.2	0	-.3	- 300
92 State Colleges and Universities .....	6.1	6.1	6.9	0	-.8	- 800
93 Other State Government .....	10.3	10.3	11.4	0	-1.1	-1,100
94 Local Education .....	16.7	17.4	18.0	-.7	-1.3	-1,300
95 Other Local Government .....	16.1	16.4	15.7	-.3	.4	+ 400

1/ Estimates based on National Household Sample, Census and Other Relationships; includes self-employed, unpaid family, and domestic workers. Current month preliminary. Revised to 1980 Benchmarks.

2/ Compared from whole (unrounded) numbers.

Establishment Series began January 1964; Residence Series began January 1970.

Taken from: Montana Employment and Labor Force, September, 1981, Page 11,  
 Research Analysis Section, Employment Security Division



## NORTHWEST REGIONAL EDUCATIONAL LABORATORY STUDY

This report summarizes an eight-month study to investigate the perceptions of a sample of employers and of high school and postsecondary students who completed a vocational education program in Montana in 1976. We wished to learn their perceptions of the quality of vocational education components, student outcomes from vocational training and its relationship to their current jobs, and the extent to which vocational education is meeting the labor market needs of Montana. The study was conducted by the Education and Work Program of the Northwest Regional Educational Laboratory under contract to the Montana State Advisory Council for Vocational Education and the Superintendent of Public Instruction. Planning of this study and development of survey instruments involved the close collaboration of representatives from all three agencies.

The overall plan of the study called for telephone interviews with a sample of employers and a mailed questionnaire to be sent to a sample of employers in Montana, to a sample of 1976 high school vocational education completers and to a sample of 1976 postsecondary vocational education completers. The class of 1976 was selected because those young people had been out of school long enough to get into regular careers or further education and would have had enough taste of the adult world to determine how well their vocational training prepared them. At the same time, they would not have been out of their vocational training programs for so many years that the delivery strategies they would be assessing would have changed drastically since their participation.

High School Sample

The high school vocational follow-up survey was completed by 152 former students out of 524 surveyed, thus giving a 29 percent response rate. Responses were received from each of the six high schools in the sample. Fifty-eight percent of the respondents were females and 94 percent of the respondents were Caucasian. Two percent of the respondents were Native American, 1 percent was Black and 1 percent was Hispanic. The largest number of respondents took courses in office occupations. Those completing the survey had been in vocational education an average of four semesters.

Postsecondary Sample

The postsecondary vocational education survey was completed by 179 respondents out of the 600 sampled, thus giving a 30 percent response rate. Response rates ranged from 37 percent at one vocational-technical center to 22 percent at another. Billings, Great Falls and Helena Vocational-Technical Centers provided the largest number of respondents for this study.

Forty-three percent of the postsecondary respondents were female. Ninety-five percent of the postsecondary respondents were Caucasian, 2 percent Native American, 1 percent Hispanic and 1 percent Black. Forty-seven

percent were under 25 years of age, 34 percent between 25 and 35 years of age and 17 percent over 35 years of age. Thirty-four percent of the respondents reported that they had been enrolled in the trade and industrial area, 21 percent were in health, 18 percent in office occupations, 7 percent in agriculture, 5 percent in technology, 1 percent in food services and 1 percent in distributive education.

### Employer Sample

The employers to be surveyed came from two major groups. The first group represented 30 companies recommended by the vocational-technical centers because they employed a substantial number of postsecondary vocational completers. Out of this group, we received a 50 percent return rate. The second group consisted of the random sample of members of the Montana State Chamber of Commerce and of the 20 companies employing the largest number of workers in the state. Of these 326 companies, we received a response rate of 24 percent plus letters from ten companies explaining that they employed no vocational education completers and, therefore, felt unqualified to respond to the survey.

### Findings

The major findings from this study will be highlighted by organizing information around key questions. These questions center around (1) perceptions of vocational education and its outcomes, (2) current employment or educational status of vocational education completers and its relationship to vocational training received and (3) recommendations for improving vocational education.

#### 1. Perceptions of Vocational Education and Its Outcomes

##### a. Why do students enter vocational education programs?

At both the high school and postsecondary level the most frequently cited reason for joining a vocational training program was to learn specific job skills. However, it was interesting to see that other reasons play an important role. For example, 29 percent of the high school students and 12 percent of the postsecondary students joined a vocational program because they had an interest in the area, although they never intended to get a job in that area. Another important reason for joining at the postsecondary level was to update job skills.

##### b. How do program completers rate their former program?

Both high school and postsecondary vocational education completers were asked to rate various characteristics of their vocational program. Former students at both levels gave highest marks to the quality of the instruction and to the up-to-dateness of the equipment and materials. Although work experience was a part of less than half the students' experiences, those who were in it rated it as very satis-

factory. Areas of greatest dissatisfaction were help in finding a job after program completion and career counseling. At the high school level but not at the postsecondary level, at least a quarter of the students were dissatisfied with opportunities to learn about nontraditional careers.

c. How well prepared are vocational education completers?

All three groups--high school, postsecondary and employers--were asked to rate how well vocational education programs prepared their completers. Areas rated high by all groups were: good work habits and attitudes, overall effectiveness as an employee and ability to get along with others. In general, postsecondary completers rated themselves higher than did high school completers. Employers rated postsecondary completers significantly higher on these outcomes than they rated high school completers. Areas rated lowest by these three groups were pre-employment skills and awareness of negative aspects of a job. Overall, 90 percent of the high school and 95 percent of the postsecondary completers were satisfied with the vocational training they received. This compares favorably with the fact that only 77 percent of the high school completers were satisfied with the general (nonvocational) high school education they received.

2. Current Employment or Educational Status

a. What proportion of the program completers are currently employed?

At the high school level, 68 percent of the vocational education completers were employed full-time, 13 percent part-time and 18 percent were unemployed. At the postsecondary level, 80 percent were working full-time, 7 percent part-time and 13 percent were unemployed. Of those employed, 5 percent of the high school completers and 17 percent of the postsecondary completers were self-employed. Most of the people who were unemployed indicated it was because they were homemakers or continuing their education. Very few were unemployed because they were inadequately trained or because there were no openings in the area for which they were trained.

b. How important was vocational education for the completers in getting their jobs?

Fifty-three percent of the high school completers and 40 percent of the postsecondary completers felt they could have obtained their jobs without their vocational training. However, 68 percent and 78 percent respectively said that course work associated with their training was helpful in performing their jobs.



c. How do their jobs match with the vocational training received?

Vocational education completers were asked to judge the extent to which their current job matches their vocational training. At the high school level, 22 percent indicated their job was directly related to their training and 43 percent indicated it was indirectly related. At the postsecondary level, 44 percent are in jobs directly related to their training and 35 percent are in jobs that are indirectly related. These figures appear quite favorable, especially considering that some students entered vocational education with no intention of obtaining work in that career field.

d. What proportion of high school vocational education completers are in school now?

Of the high school completers, 43 percent are or were currently enrolled in postsecondary education. Twenty-two percent of those enrolled are taking courses highly related to their high school vocational program and 41 percent are in courses that are somewhat related. Most of those involved in postsecondary education now are in four-year colleges.

e. How well does the supply of and demand for vocational education completers match?

A question of concern to the Advisory Council and Department of Vocational Education has to do with whether the labor supply and the demand are balanced. The perceptions of employers and vocational education completers suggest that there is no great imbalance. Of those employers responding, 25 percent expressed a need for more high school vocational education completers and 19 percent for more postsecondary completers. Conversely, 10 percent felt there were too many high school vocational education completers and 6 percent felt there was an oversupply of postsecondary completers. Relatively few employers listed specific occupations having an over or undersupply. Areas where there was a perceived shortage of trained labor were electronics and skilled secretaries. Secretaries with only average skills were seen to be in oversupply. The fact that very few program completers were unemployed because they were unable to find work in the field for which they were trained supports the conclusions that no major imbalance exists.

3. Recommendations for Improving Vocational Education

a. What areas were suggested for improving vocational education?

When employers were asked on their survey to indicate the extent to which they felt greater or lesser emphasis should be given to certain characteristics of vocational education in Montana in the 1980's, three top areas where they recommended greater emphasis were in (1) counseling students about careers, (2)

having current written career information available for students and (3) helping students find a job after program completion. Career counseling, placement services and availability of occupational information were also a concern to many vocational education completers. Thirty-nine percent of the high school completers and 30 percent of the postsecondary completers expressed dissatisfaction with career counseling. More specifically, 22 percent of the postsecondary completers felt they were inadequately prepared with a knowledge of future demands for workers in a particular career field, 33 percent felt inadequately prepared in pre-employment skills (such as preparing a job resume) and 24 percent felt inadequately aware of negative aspects of a job. The above findings suggest the need for vocational education programs to examine when and where in their program students are to receive career counseling and pre-employment skills and to re-examine the quality of such counseling. Another approach might be to expand opportunities for supervised work experience at employer sites for more students and to build career counseling into such work experience.

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b. Do employers share the same perceptions as vocational education completers?

In general, employers and program completers agreed on almost all areas of ratings. One area where there appears to be the greatest disparity between employer and former student ratings deals with the issue of the employees' need to be productive on the job. Thirteen percent of the former high school completers versus 54 percent of the employers rated them as poorly prepared on this outcome and 9 percent of the postsecondary completers versus 26 percent of the employers rated postsecondary students as poorly prepared on this point. This obvious discrepancy suggests that the employers and former students view the situation quite differently. The Advisory Council may wish to suggest remedies such as some seminars to be set up where employers and students could discuss their perceptions of what it means for an employee to be productive on the job and why it is important.

For further information about this study, contact the Executive Director of the Montana State Advisory Council for Vocational Education for the complete report.





## LOCAL ADVISORY COMMITTEE INSERVICE PROJECT

A resource of increasing importance to schools throughout America are citizen advisory committees. For some schools and instructional programs, the use of lay committees is a totally new experience. For others, the use of citizen advisory committees has been a long standing practice. However, both new and continuing programs often find themselves struggling with the advisory committee process. Questions about membership selection and longevity, purpose, and effectiveness are representative concerns.

Programs of vocational education in Montana, as in the rest of the nation, are required to have advisory committees as a result of federal legislation. However, the gap between legislation and effective implementation can be considerable. Such is the case in Montana as determined by vocational program evaluations conducted by the Office of Public Instruction. It is in this setting that the Advisory Committee Inservice Project was developed. A unique feature of this project is that it is jointly sponsored by the Office of Public Instruction, the Montana Advisory Council for Vocational Education and Montana State University.

The purpose of this project is to develop and implement an inservice program on the effective use of citizen advisory committees. The target audience includes members of local advisory committees, vocational teachers, counselors, administrators, school board members and teacher training institutions. Major objectives for the project include establishing a rationale for local advisory committees, developing positive attitudes toward advisory committees, describing effective operating procedures, describing the role of advisory committees within the legal and practical organization of local school districts and encouraging school boards to adopt policy statements regarding advisory committees.

An advisory committee was formed early in the development stages of the project. Members of this committee included Mrs. Colleen Cohn, Helena; Mr. Emmett Dolan, Butte; Mr. William Korizek, Helena; Mr. Wayne Lersbak, Cascade; and Mrs. Donna Riekenberg, Bozeman. Ex Officio members were Mr. Dennis Sheehy, Office of Public Instruction; Dr. Max Amberson, Montana State University; and Mr. William Ball, Montana Advisory Council for Vocational Education. The guidance of this committee was helpful both in the development and implementation of the project.

The nature of this project called for a transportable inservice program which could be eventually used by teachers and advisory committee members on a self-instructional basis. This was actualized in the development of a slide/tape presentation and related resource material. The development of this program was based on research which identified exemplary and current advisory committee practices. At the conclusion of this project, approximately twelve complete self-instructional packages will be available for use throughout Montana.

The development phase of the inservice program included field tests at selected schools in Montana. Schools serving as field test sites include

Harlowton District No. 16, Absarokee, Whitehall and Helena Vocational Technical Center. Suggestions received from participants in the field test phase resulted in practical improvements in the presentation.

A variety of promotional activities have been initiated to encourage local districts to invite the inservice program into their communities. Two letters describing the project have been sent to all schools in Montana having an approved vocational program. A brochure explaining the project has also been developed and was included in the second mailing. The brochure is also being distributed by the Montana Advisory Council for Vocational Education and the vocational specialists in the Office of Public Instruction. Promotion of the program is also accomplished through a variety of personal contacts by this researcher.

Implementation of the project has also resulted in collaboration with others in the development of materials useful to advisory committees. This includes the revision of the Montana Advisory Council's handbook for advisory committees. Also, work was done with Sally Moore of the Office of Public Instruction in the development of resource material concerning sex fairness and vocational advisory committees. Both of these resources are being distributed at inservice presentations.

To date, most advisory committee inservice presentations have been given in response to requests by local school districts and interested groups. Plans call for the continuation of this method of dissemination. Also planned are area workshops which should be more efficient in bringing people together from smaller districts.

Response to the inservice program has been both enthusiastic and appreciative. This suggests that the program is addressing needs that do exist at the local level. Both newly formed and on-going committees indicate that they benefit from seeing the presentation and participating in the training program.

Requests have also been received from school districts for inservice training for non-vocational advisory committees. Because their number has been small, and because of the transfer effect, these requests have also been honored.

At the conclusion of this project in June 1982, as many presentations as possible will have been given throughout Montana to a wide variety of audiences. Not only will communities receive information about using advisory committees, but they will also recognize a wider application of this process in their schools. Realistically, this project represents only the beginning of a much larger opportunity for educational leaders in Montana.

# ENROLLMENT COMPARISON FOR COMBINED SECONDARY & POSTSECONDARY VOCATIONAL PROGRAMS

Student Enrollment	1972		1976		1978*		1980	
	Total	F	Total	F	Total	F	Total	F
Agriculture	3689	0%	4347	9%	3920	9%	3813	9%
Distributive Ed	1667	38%	1524	51%	1278	55%	939	42%
Health Occupations	595	100%	941	93%	663	93%	551	92%
Consumer Homemaking	8843	91%	10784	81%	7843	81%		
Home Ec Occup. Prep.	--	--	712	66%	736	68%	4587	61%
Business and Office	7870	82%	4563	92%	3285	92%	2759	75%
Technical	1802	0%	174	3%	171	4%	114	8%
T & I	10050	1%	10167	6%	5995	8%	4084	6%

\*Figures reflect loss of state and federal funding for secondary industrial arts programs, adult programs, community college programs, and 20 school districts.

# ENROLLMENT COMPARISON FOR COMBINED SECONDARY & POSTSECONDARY VOCATIONAL PROGRAMS - NATIONAL STATISTICS

	1976**		1977		1978		1979	
	F	M	F	M	F	M	F	M
Agriculture	11.3	88.7	14.9	85.1	17.2	82.8	19.4	80.6
Distributive Ed	40.8	59.2	49.8	50.2	51.5	48.5	54.0	46.0
Health Occupations	78.7	21.3	78.2	21.8	77.9	22.1	83.9	16.1
Consumer Homemaking	83.2	16.8	81.6	18.4	80.5	19.5	78.5	21.5
Home Ed Occup. Prep.	84.7	15.3	83.9	16.1	82.4	17.6	81.7	18.3
Business & Office	75.1	24.9	75.1	24.9	75.6	24.4	73.0	27.0
Technical	11.3	88.7	17.0	83.0	17.6	82.4	19.8	80.2
T & I	12.7	87.3	14.4	85.6	15.4	84.6	17.5	82.5

1976-78 data source: Summary Data Vocational Education, Program Year 1978, Bureau of Office & Adult Education, HEW  
1979 data source: National Center for Education Statistics, September 1980.

\*\*1976 data does not include the state of California.





MONTANA STATE PLAN AND ACCOUNTABILITY  
COMMITTEE REVIEW OF THE  
FY '80 ACCOUNTABILITY REPORT

General Comments:

1. A "Recommendations for Improvement of Vocational Education in Montana" section is suggested.
2. The perspective of the Accountability Report might be changed from one of "in-house state office" report to one of more objective "outside analysis" of state accountability for vocational education by involving local vocational education administrators and the Planning Committee on the total process. [Sec. 107 - If agreement is not reached, the State Board (Montana Sole State Agent) is to make final decision, but shall report in the Plan the recommendations rejected and reasons therefore.]
3. The FY '80 Accountability Report places major emphasis on special areas (for compliance reasons) such as disadvantaged, etc., rather than on the total vocational effort in the state.
  - (a) Summarize major findings or recommendations at the end of the report.
  - (b) Coordinate and synthesize the reporting format for special group information.
4. The Accountability Report should assess achievement of the State Plan.
5. Provide complete analysis of data based on available labor supply as well as employment projections on industry demands and vocational program capabilities to allow for more viable planning and accountability reporting. [State Plan, Page 26, "Training opportunities compatible with employment needs of individual entering employment community."] Recommend implementation of the Vocational Education Data System (VEDS) and closer cooperation with SOICC for more reliable data upon which to base decisions and accountability.
6. The goals of state staff service area leaders might tie more closely with the overall state planning goals based on employment projections, funding priorities, existing programs, etc.
7. Develop a consistent format for reporting achievement of goals and accomplishments for each area.
  - (a) Report number, percents and totals collectively and consistently so conclusions may be drawn.
  - (b) Utilize short graphs or tables to present necessary data.

Specific Comments:

1. Follow-up system and results do not seem to provide meaningful information because not all data was presented and/or because it was only part of a pilot study.
2. Evaluation of programs may be a valuable part of the Accountability Report. How was the evaluation information used to improve the state's programs of vocational education?
3. Research goals mentioned in the Accountability Report should be consistent with proposed research and should contribute to State Plan goals.
4. Job placement information may contribute to the Accountability Report. [State Plan, "program is based on dates of successful job placement of students when they complete instruction."]
5. Public hearings provide a means of obtaining greater "grass-roots" level input into the State Plan and the Accountability Report. Actively solicit more involvement through more public hearings early in the process of development of these reports. Consider conducting local vocational planning administrative workshops in conjunction with the hearings.









